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ABSTRACT

This document explores the possible use of the University of South Carolina at Columbia's (USC) Children's Center as a high quality child and family center laboratory that would serve the university. The existing USC child care center, which is operated by the College of Education, will close at the end of the 1991-92 academic year. Initial discussion of the status of child development and family support centers on U.S. university campuses is followed by a discussion of the status of such services in the USC system. A comprehensive plan for using the USC Children's Center is presented. The plan outlines the mission, facilities, and funding of the proposed center, and the center's relationships with other campus services. A key component of the plan is the placement of the center's proposed organizational structure within the central administration of the university, where it would be seen as a university-wide responsibility rather than a responsibility of the College of Education alone. A time line, budgets, and a letter from a delegation of parents to the provost of USC are appended. Contains 23 references. (LB)

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A Proposal For The Use Of The USC Children's Center As An On-Campus Child/Care Early Learning Center

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A Proposal For Utilizing The USC Children's Center As An On-Campus Child Care/ Early Learning Center

Prepared For The Office of the Provost At The University of South Carolina

Prepared By: Dr. Kevin J. Swick, Professor of Early Childhood Education, USC - Columbia

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A Proposal For Utilizing The USC Children's Center As An On-Campus Child Care/Early Learning Center: An Executive Summary

Since 1976 the USC Children's Center (often known as the Booker T. Washington Center) has operated as an early childhood education laboratory of the College of Education. During the 1990-91 school year the College determined that it could not adequately fund the Center at the level of quality to meet national accreditation standards or to serve as a model program. Thus the College announced that unless there was another use of the Center (namely for a campus child care program) it would be closed at the end of the 1991-92 program year. In order to fully explore the possible uses of the Center in the future, the College created a "Forum" of faculty on the campus to study the potential of the Center for use in the future. In addition, two faculty committees have studied the critical need for on-campus child care on the USC-Columbia campus.

The faculty committees, while clearly recognizing the need for on-campus child care, were reticent to propose specific measures without further study. A faculty forum (sponsored by the USC Children's Center) recommended the Center be used as an on-campus child care/early learning center for both service and academic needs. Indeed a review of the status of on-campus child care and early learning throughout the nation's campuses indicates the current direction is to consolidate various on-campus laboratories and child care programs into a cohesive, high-quality operation that serves the "blended" needs of child care and academic research and teaching. This review also revealed that forty percent of campuses have some form of child care, albeit most of it is of mediocre quality.

Several factors have combined to influence this new direction: the changing nature of student populations (with more and more adult female students seeking post-secondary study); the changing nature of the family-work place interface (more two-parent working families); the expense of replicating similar services on campuses; and the desire of faculty to carry out more interdisciplinary research and teaching activities. Since 1950 these influences have shaped the "new context" for on-campus child/family services. For example, traditional university laboratory schools are being phased out while new and more diverse "on-campus children's centers" (that have blended missions) are emerging.

Like other social institutions, universities are gradually responding to the new needs of families in the work place. Beyond the emergence of on-campus child care/early learning programs are several "family-centered" practices that aim to enrich the family-work place relationship: flex-time, emergency sick-leave banks, supportive maternity/paternity leave policies, recreation and social activities, family-input councils, and many other such practices. This recognition of the natural linkage between "family needs" and "university academic research needs" is transforming the ecology of child/family services and studies on university campuses throughout the nation.

Currently, the University (USC-Columbia) has two recognized on-campus sources of child care/early learning. One source is the Campus Kiddie, a program that offers care to children of students (infants through five years of age). It is celebrating its 25th year of service. It is purely a "service program" and does not serve any academic needs on the campus. It serves about 40 children and meets the minimal standards for state licensing. It operates under the direction of the Office of Student Affairs and is located in a

dormitory on campus. The other source is the USC Children' Center. It serves as a laboratory for the College of Education. Approximately 50-60 children who reside at the Center are children of faculty, staff or parents who work, study, or teach at the University. A total of 100 children are served at the Center from infancy through five years of age. The Center is fully equipped and meets both state licensing and health and human services quality assurance standards. Neither program meets national accreditation standards. Both facilities are in need of more modern equipment and better maintenance. There is currently **no linkage or coordination between these two programs**.

The child care/early learning situation on the USC-Columbia campus is similar to that of other campuses in the nation. Campus child care and early learning has not been a priority of universities. Yet the ingredients for having high-quality care and early learning exist more distinctly on USC's Columbia Campus than they do on most campuses. For example, while 14 South Carolina colleges/universities now have on-campus programs, few are of a quality nature. Perhaps the USC-Spartanburg program, which has national accreditation, is an emerging role-model. Programs at USC-Aiken and the College of Charleston are also emerging as quality endeavors.

The major problems related to campus child care and early learning at USC-Columbia are: lack of coordination among existing services, limited financial support for existing programs, and structural inadequacies for the operation of these program. Yet, USC-Columbia has a plethora of existing resources that could be integrated into a program that would serve as a national

model. Needed are increased financial support, continuing coordination, and long-range planning related to child/family needs (service and academic) on the campus. Indeed, **a Center For Children And Families should be the long-range goal on the campus**. Such a "Center" might serve a host of academic research and family support needs: child care/early learning, counseling, education, research, training, and other such needs.

A first-step toward achieving a truly quality environment for children and families at USC-Columbia should be the transformation of the USC Children's Center into an on-campus child care/early learning facility. **The mission** of this Center should be a blended one that aims to provide children with a quality care and learning program and to provide the University with a rich environment for academic research and teaching. **The operating structure** should reside in the University's authoritative system for academic concerns, the Offices of the President/Provost. **The management structure** should include a Management Council that is representative of all University constituents and that functions as a policy influencing body. **The implementation structure** could remain in a College or designated program on the campus. **The daily operating structure** exists now in the Children's Center and simply needs adequate funding in order to function properly.

This on-campus child care/early center should serve **primarily the children of faculty, students and staff at USC**. As allowed by funding and related needs, the Center should strive to include community children. **Key elements to be included in this new structure**: provide adequate funding

through a "multiple funding source formula", hire a full-time director, increase staff salaries and benefits, aim to achieve teacher/child ratios reflective of those desired in national accreditation, improve maintenance and facility renewal activities, and achieve all needed program criteria for national accreditation.

A 3-5 year transition to the full implementation of the Children's Center as an on-campus child care/early learning program is likely needed. The initial cost of this transition will be between $80,000 and $125,000. A minimal cost estimate for simply maintaining current services is $50,000. Long-range costs can be estimated at (to attain full accreditation at the national level): $225,000 - $280,000. Major factors in immediate and long-range costs include: salary for a full-time director, reduction of the number of children to a level of 88 (this would provide a basis for national recognition), increased salary and benefit package for staff, improvements in the facility, and maintenance of continuing program needs. While these costs may seem high, universities across the nation are using "multiple funding" sources as a means of achieving the needed support for their programs.

The transition plan includes five stages: adoption/commitment to the on-campus child care/early learning plan, formation of the management council, implementation of the approved final plan in August of 1992, articulation of a long-range plan for the campus, and adoption/implementation of a long-range plan for meeting child/family needs on the campus. While the existing picture at USC-Columbia is minimal the elements for achieving high-quality care and learning for children is great. With the thoughtful implementation of this plan a first-step toward having a cohesive and functional child/family support and study structure can be taken.

Introduction

> The development of child care programs in the decade of the 90's is viewed as a necessary ingredient for the development of healthy, contemporary families and progressive workplace environments as we approach the reality of work force 2000. (Executive Summary. University of South Carolina Task Force On Child Care. 1991)

The American work force has indeed changed dramatically over the past 40 years. It is clear that with a continuing need for an expanded and better educated work force, the need for more training and research will also increase in a dramatic manner. These needs are certainly evident on the campus at the University of South Carolina - Columbia and on campuses throughout the nation. Sue Shirah (1988, p. 135), in her report on the national situation:

> Statistics from the Children's Defense Fund Report that there was an 83% increase in the number of women enrolled in colleges between 1920 and 1982, resulting in a 249% increase in women students ages 25 - 29, and a 314% increase in women students ages 30 - 34. Today, two out of three college students over the age of 34 are women, many of whom continuously state that finding quality child care is a major problem.

In a complementary manner, the nature of the workplace is also undergoing major change. The National League of Cities reports (1989, p. 12):

> Today, working mothers are the norm, not the exception, in families of all types and all incomes. By 1990, an estimated 64% of all families, containing 10.4 million children under six will have working mothers.

This same report adds (p. 12):

> The gap between child care demand and supply has been repeatedly documented. According to one report, 75% of the country's mothers and 57% of the fathers found it difficult to find child care.

Colleges and universities are not isolated from these changes and the influences they prompt in the workplace. Two recent professional journals were devoted to the "campus child care issue" (**Instructional Psychology, Volume 15, 1988; Early Childhood Research Quarterly, Volume 6, 1991**). Both issues document the need and the growing response by University administrators to shaping child care systems that address the unique needs of their campuses. Indeed the "child care issue" on the USC - Columbia Campus reached a level of need that prompted the Faculty Senate to form two committees between 1988 and 1991.

The first Committee (entitled "Child Care Task Force") found that 145 families (of faculty and staff) would use an "on-campus" child care facility even if the fee was high. They also found that approximately 200 families would use the facility if fees were more reasonable. Interestingly, the Committee"s final report offered no substantive guidance for developing quality campus child care. The second Committee (entitled "Task Force On Child Care") focused on how the need might be met. Their basic finding was that some "child care" options do exist on the campus, but need up-grading and expansion. The Committee recommended the use of a "external consultant" to further study the situation. Not unlike other bodies studying "child care" needs, these Committees appeared frustrated with regards to making substantive recommendations regarding "action" on the issue itself.

While both Committees that studied the "campus child care need" at USC - Columbia were reticent to propose an immediate plan of action for addressing the issue, they were in agreement that USC - Columbia was indeed in need of "on-campus child care". Further, they also recognized the need for some means of providing such care at a reasonable cost and yet at a level of quality that would make the "care" a "mark of pride" for all members of the University community. In effect, the two Committees' efforts "mirror" the findings of groups nationwide. While everyone recognizes the "need", they are often frustrated in their search for solutions; at least solutions that are reasonable and effective. Lack of funds, a shortage of trained early childhood professionals, and many other irritants are commonly cited by researchers as impediments to achieving quality child care on the nation's campuses (Keyes, 1991).

Just as the need for "campus child care" has been recognized as vital to the well-being of university faculty, students, and staff, so has the need been recognized for university sponsored research and teaching laboratories that focus on child and family issues. The Volume 15, 1988 Issue of **Instructional Psychology** reviews the many contributions of past and current campus child/family centers (including child development) and notes that a "new era" of possibilities exists with the emergence of especially designed "children's centers" on campuses throughout the nation (a response to the critical need for quality child care on these campuses). These possibilities include across-discipline studies on children/families; the piloting of "training programs" in counseling, early childhood, nursing, and other disciplines; and a plethora of "quality of life" studies in health, medicine, education, and allied professions and disciplines. While there are other arenas for achieving some of these academic needs, Townley & Routt (1988) note that university centers have unique advantages such as sometimes already having child development laboratories in place; easy access

to needed research tools; a supportive clientele who usually support the academic mission of such programs; and a "climate" where quality settings for research and teaching are valued.

As Keyes & Schwartz (1991) note, the concept of "campus centers for children and families" broadens the "reach" of what is possible in university settings with regards to both research and teaching. Indeed, at one point in its history the USC - Columbia Campus (1975 - 1980) was a "leader" in this regard with the USC Children's Center serving a a "national model" of a "Children's Center For Research And Teaching". With the erosion of financial support, however, the Center has barely survived in the 1980's. While neither of the USC -Columbia "Campus Child Care Committees" (1988-1991) addressed this need for a high quality environment for research and teaching as related to children and families, faculty forums and efforts have; albeit in a disjointed manner. A cursory look at the various "centers" and "projects" on children and families at USC - Columbia indicate the interest and capability exist for having a "Center For Children And Families" where continuing research and teaching functions can be actualized in a supportive and quality arena.

It is the dual emphases of "service" and "academic pursuits" (as they occur within university child and family centers) that this report addresses. In particular, this report explores the "possibilities" that exist on the USC - Columbia Campus for the development and implementation of a high quality "Child And Family Center" laboratory that would serve the entire university. In this regard, the current picture of child development and family support centers on university campuses nationwide is reviewed. Further, the existing status of such services on the USC - Columbia Campus (and other system campuses) is explicated -- with a special focus on the USC Children's Center. In

addition, a "vision" of what might eventually exist with regards to having a contiguous, meaningful and high-quality "Center For Children And Families" on the USC - Columbia Campus is explored. Finally, a very specific and comprehensive plan for utilizing the "USC Children's Center" as a beginning point for achieving an environment of high-quality care, research, and teaching for children and families and the entire USC - Columbia community is presented.

Child Care And Related Child/Family Services On University Campuses

A strong case can be made that everything universities do is a "service" to children and families. That "case" is beyond the scope of this work. **The focus of this brief review is on "direct" services provided by universities to children and families during the early childhood years (inclusive of both "service" and "academic" elements).** This review includes a look at services such as child care, laboratory programs, "children's centers", and related child and family supports that have either or both "service" and "academic" missions.

Child Care

The term "child care" is a delimiting one, narrowing the conception of what services are or should be provided. The key term is care, implying that only the child's basic well-being is or will be attended to; thus excluding (by implication) other needs such as education, family services, and research/training/development related to such endeavors. Shirah (1988) notes that most "campus child care" programs restrict their mission to providing care for children as a "service to parents" while they teach, research, attend class, or work in other roles on the campus. Make no mistake about this mission, it is a worthy and honorable one if carried out with dignity and quality. It should be pointed out that **some child care programs**, such as the Vanderbilt Child Care Center, actually **serve both the service and academic missions**. Indeed, as shall be explicated later, this is an emerging trend in the 1990's (Bauch, 1988).

In using the restricted definition of "service", Shirah (1988, p. 135) found that *40 percent of all colleges and universities provide some form of "child care".* In citing Greene (1985) and Herr (1988), she notes that "such programs may be full-time or part-time, and usually are available to the children of faculty, staff, and students" (Shirah, 1988, p. 135).

Traditionally, campus child care programs have provided "care" in the form of a safe, clean, and sustaining environment. Fortunately, many of these programs have evolved to provide health care, enrichment opportunities, intervention services, and other activities. A recent but very small survey by Swick (1991) found that all of the five centers studied met minimal state licensing standards but only one of them met the national standards set by the National Association for the Education of Young Children. While campus child care programs have achieved a sense of "minimal care" for very young children, as Bickimer (1991, p. 38) states: **"Campus child care centers are not yet part of the "warp and woof" of university life. It is rare that such a center figures prominently and positively in the minds of those responsible for increasing enrollment, designing student services, budgeting, and so on".** He further describes the typical situation in most campus child care programs (p. 39):

> A recent survey of large metropolitan campuses revealed, for example, rather lackluster accommodations, meager furniture and equipment, and clearly inadequate space provisions for many urban campus child care centers.

In spite of these identity and facility issues, campus child care leaders and staff (as well as parents and a few faculty) have pursued the development of more "quality" features and "enriched" environments for these programs. Burton & Boulton (1991) point to the standards for quality child care (NAEYC, 1985) and the emergence of "early childhood education" as a legitimate quality of life issue as the key factors influencing this positive development. Perhaps the recognition by Swick (1988, p. 148) that **"isolated, one-dimensional centers have no 'home' within the emerging structure of universities"** is a key force in this evolving process of integrating campus child care into the total mission and context of ecologically valid universities. Just as influential is the new status given the early years of development by the National Goals For Education Commission (Swick, 1988).

Laboratory Programs

From the outset "model early childhood" schools established a distinct mission that was to guide their evolution for over a century. William Howard Payne, President of Peabody Normal School, said of the establishment of *The Winthrop School* (the predecessor of all other model demonstration schools) in 1891 (The Past Is Prologue, 1971; p. 11):

> It has not been my purpose to organize an experimental school - that is a school in which pupils are taught by pupil teachers - but rather a school which is taught and governed by an accomplished teacher, who is able to produce results worthy of imitation and study.

Indeed, the presence of "Master Teachers" demonstrating and engaging students in quality early childhood practices has been at the heart of the operation of model

laboratory schools since their inception. Yet, over time and as a result of changing philosophies a shift in the mission of these "schools" from being "models" to simply being "laboratories" took place. **Regardless, such schools have always had a predominantly academic mission** that focused on teaching through active involvement and to a lesser degree research (White, 1972).

During their life-span (which now extends to over a century), laboratory schools have experienced several transformations: movement from being "models" to being "laboratories", expansion from "one-dimension" to "multiple dimensions", refinements in population served, alterations in operating structure, integration into the surrounding community, changes in financial sponsorship, clear refinement in mission, and a shift toward becoming an integral part of the research and development function of universities (Townley & Routt, 1988; Squibb & Wineg, 1988; Keyes & Schwartz 1991).

A few examples help to highlight the substance of these changes as they have evolved in several campus-based early childhood laboratory schools. *The Winthrop School*, originally a "model" school changed to become a "laboratory" to then become a "demonstration" and finally to become a "blending" of these and other functions during its history (which included name changes, closures, and other traumas). Other centers (as noted by Shirah,1988 and by Keyes & Schwartz, 1991) have experienced similar transformations.

During the past twenty years early childhood laboratory schools and their development or demise have generated several insights related to current and future activity in this domain:

1) The traditional one-dimensional laboratory school is rapidly becoming extinct for varied reasons; lack of funding, lack of relevance to current university agendas, and lack of "linkages" to the many new ecological dimensions of the early childhood profession.

2) University Laboratory Programs that are responding to the intricate, multi-disciplinary needs of university life (especially as related to mission) are experiencing the trauma of such change; particularly with trying to articulate a system that might accommodate new campus needs.

3) The changing nature of academic fields such as family studies, psychology, and early childhood education have provided laboratory schools with "new challenges" regarding their functions.

4) The cost of operating "high quality" laboratory schools (along with operating other child and family services) is proving to be "beyond" the means of many universities who now have more complicated missions than they did thirty years ago.

It appears that the various functions of University-wide "laboratory" schools (modeling, demonstrating, researching, teaching) will continue but in a new form; one that is more in relationship to the ecology of modern, comprehensive universities.

The Emergence Of "Children's Centers"

Several factors, many of which have their origin in the 1970's, have influenced the mission and structure of both "child care" and "early childhood

laboratories". Burton & Boulton (1991, p. 31) explicate some of the key factors of this "transformation" in campus child care and campus early learning laboratories:

> As the nature of the family lives of students and faculty began to shift in the early 1970's, paralleling general social trends, so too did the nature of on-campus programs. In response to the needs of campus-affiliated families, an increasing number of campus programs were developed to provide direct child care services. Originally, these child care service programs tended to remain relatively separate from campus programs serving a training function. This distinction has continued, although it appears that a growing number of programs are fulfilling a more blended direct service - student lab function.

Clearly, more campus child care programs are being transformed into service and academic arenas. Herr & Zimmerman (1989) note that approximately 42 percent of campus child care programs are now performing "blended functions".

Likewise, university-sponsored laboratory schools are experiencing a similar transformation. It is a typical experience for such "labs" to take on a more direct child care service role and yet maintain and broaden their academic functions, often serving the needs of many campus departments and programs. Shirah (1988, p. 135) describes this process of change:

> In the past, two distinct types of child care centers existed on campuses of higher education; those that served as laboratory schools thus facilitating research and training and those devoted to providing a service to parents as they attend classes. Today another model is clearly emerging - one that encompasses all of these concepts. Such combination centers tie into the structure of the entire institution, usually through one department or college, but allowing for research and/or training in many disciplines.

Thus, the emergence of the "Campus Children's Center" concept. The

basic components of this concept include: providing quality and appropriate care and early learning experiences for children; facilitating the comprehensive child/family growth needs (health, education, social, emotional, and enrichment) through appropriate support services; providing for training and research activities of multiple programs and units; and serving as a resource and dissemination center for the university and the surrounding communities. **Indeed, many centers maintain a minimal presence of "community children"** in their program to ensure that the resource function is visible.

While few "Children's Center's" have attained this new conceptual orientation, it is indeed guiding their development. For example, **new campus "Children's Centers" on the campuses of the University of South Carolina At Aiken and Coastal are designed within this "blended" framework.** A plethora of other such programs (Georgia State University, University of Maine, Kent State University, Ohio State University - as examples) are emerging to provide a viable alternative to the "split mentality" of care versus training and research.

When placed in the context of dwindling financial resources and a new focus on "ecologically sensitive learning arenas", the "Campus Centers For Children" concept is sound. The natural integration of multiple human service functions for children and families with the varying needs of university researchers and teachers may well save resources and at the same time strengthen the total university ecology.

Other Child And Family Services

In many respects the issues that reach beyond (yet are clearly related to the

care of children) a family's child care needs are the most critical. This is also true in the broader society. These needs have been noted in the literature as *Work/Family Issues*; they might better be labeled *Family/Work/Society Issues*. Issues such as "time for being with one's children", "leave time", "flexible work time", "family-work planning", "parent education", and many other such themes comprise this domain.

While these issues reach beyond the scope of this work, they must be recognized as integral elements of a comprehensive university plan for children and families. Indeed, these "family issues" will become more a part of "university thinking" as the talent shortage of the 1990's becomes a harsh reality (Simons, 1991).

Nationally, the current and emerging focus for meeting the early childhood needs of families and academic researchers is one of **integrating the service and academic components** of campus child care program and campus-based early childhood laboratories into ***Campus Centers For Children And Families***. This emerging paradigm is evolving from the research and conceptual work of the "ecological-developmental" school of thought that calls for the use of "service" arenas for multiple child, family, and societal needs. In as sense, universities have all of the needed attributes for designing and carrying out such a paradigm -- only the limits of creativity and commitment can impede this movement toward fully developed "Centers For Children And Families".

The USC Children's Center And Related Campus Child Care Services At USC - Columbia

Not unlike many other campuses, the University of South Carolina at Columbia is currently meeting the needs of families of very young children through multiple means: formal child care and early learning laboratory services; informal referral services (often by word of mouth); and possibly by informal parent cooperative arrangements. **This report focuses only on the recognized formal child care services currently in operation on the USC - Columbia Campus:** *The USC Children's Center and The Campus Kiddie.* The current status (as well as any projected actions) of each of these programs is reviewed.

The USC Children's Center

The "Children"s Center" was established in the mid-1970's through a joint effort of the College of General Studies (now known as the College of Applied Professional Studies) and the College of Education and with generous support of the University. By 1980 the College of Education was the primary sponsor of the Center (the College of General Studies no longer had a need for the Center). The Center, since its inception, has served as a comprehensive child development and family support program serving both "support" and "academic" needs on the campus at USC - Columbia and for the community. The conception of the "Center" as both a "laboratory and demonstration school" for the entire

university and as a quality child development program that was comprehensive in every way was and is unique.

The "Center's" Child Care Program serves a wide range of university and community needs, including all-day care and early learning experiences for young children and by providing a laboratory for the entire university.

The Child Care Program itself has housed between 94 and 103 children per year from 6 months - 6 years. Traditionally, 55 of the children have been funded through the Federal Child Care Block Grant Program and the remaining children supported by parent tuition. The program has also benefited from funding under the Federal Food Program and through the support of the College of Education. Children of university faculty, staff, and students comprise from 50% to 60% of the Center's annual enrollment, with the remaining children coming from a cross-section of the community. Visiting researchers and scholars have observed that the truly multicultural makeup of the Center makes it an ideal environment for research, especially pilot projects in the social sciences.

The program offered at the Center is full-day (7:45 A.M. - 5:15 P.M.) and staffed by qualified personnel. It is licensed by the South Carolina Department of Social Services and has consistently met the Quality Assurance Standards of the South Carolina Health & Human Services Finance Commission. **It does not, however, meet the National Standards of Accreditation.** The Center's staff is comprised of a Director, Graduate Assistant/Assistant Director, Administrative Assistant, Food Technician/Coordinator and 6 "teaching teams". Each "teaching team" (one team for each classroom: Infants, Toddlers, 2s, 3s, 4s, and 5s) is comprised of 3 members: Lead Teacher (Master Teacher II), Assistant Teacher (Master Teacher I), and Graduate Assistant. Lead Teachers are required

to have a Bachelor's Degree in Early Childhood or a closely related field. Assistant Teachers are required to have at least a Child Development Associate Credential or equivalent). Graduate Assistants are chosen for the talents and skills they can bring to each team.

The Center's child care program encourages parent involvement and education. It has, over a period years, become involved in mutually beneficial relationships with several campus and community agencies including departments such as Psychology, Nursing, Physical Education, Music, Art, Journalism, Medicine, Sociology, and Education. The "Center" is used regularly by the South Carolina Education Department, South Carolina Department of Mental Health, South Carolina Health And Human Services, and the Hall Institute.

An early and continuing part of the Center's mission has been and is to serve as a "laboratory for research and development" for the entire university, and as a "demonstration center" of exemplary practices in the field of early childhood education. **Until 1981 the Center indeed served as a "Model Demonstration Center" of exemplary child care and early learning practices for others in South Carolina.** At one time the Center was looked to for guidance in the State's development of kindergarten. As a laboratory school, the Center has functioned as the focal point for training early childhood education majors within the College of Education (the Center's primary sponsor). A conservative estimate is that since 1975 about 3,000 students have received at least part of their formal pre-service teacher training in conjunction with programs at the Center. The following is a synopsis of **past training/education activities carried out at the Center** (Hanes & Swick, 1987):

1. Professional education experiences for College of Education teacher education pre-service students in practicum courses

2. In-service training sessions for day care, infant care, and child development teachers from all areas of South Carolina.

3. Practicum experiences for nursing, psychology, music, art, medicine, education, health, physical education, and many other university programs.

4. Service as a model demonstration center for public schools and agencies throughout South Carolina, especially with regards to implementation of state programs.

An analysis of the Center's usage records over the past decade indicates that the various training/education activities carried out at the Center remain very consistent from year-to-year and indeed have grown since 1987.

Early Childhood Education has remained the heaviest user of the Center since its inception. The Center Director has always been either a faculty member in this program or a close affiliate of that faculty. The Early Childhood Program (nor the College of Education) receive any special financial support to operate the Center. The program has integrated all of its major practica experiences related to preschool observation and teaching skills into the Center's operations. However, due to poor funding, the faculty do not point to the Center as a "model" since it does not meet National Standards of Accreditation. In support of the Center (and to make its usage of the highest

quality possible), the Early Childhood Faculty have developed a comprehensive curriculum room, a student teaching seminar room, and successfully pursued outside funding to obtain materials, computers, and related early childhood resources to enhance the Center's functioning.

The "Center" has also functioned in a **leadership role** in spite of poor funding. Local, state, and regional professional groups use the Center for meetings, workshops, demonstration programs, and seminars. The Southern Association for Children Under Six houses its Public Policy Institute at the Center and the State Department of Education conducts four "High Scope Curriculum" workshops at the Center each year. In addition, the Center has traditionally held parent education and community awareness programs on young children and families at the Center.

Research and Development are a significant part of the Center's history. During the past five years, for example, seven funded research and development grants have been carried out - at least in part - at the Center. The most notable of these was the *Teacher-Parent Partnership To Enhance School Success* (a Federally Funded U.S. Office of Education Grant) which involved the Center in piloting and then developing an early childhood school-home key concepts curriculum for implementation in three selected rural schools in South Carolina. *Project Focus*, a state funded parent education early childhood development effort, is also being piloted at the Center in conjunction with the Salkehatchie Consortium of Schools. In addition, the Center has carried out several other small research projects (all funded with external monies) including the *Math-Technology In Early Childhood Project*, the *Teacher Cadet Summer Program*, and the *Science Computer Early Learning Project*. Beyond these externally funded programs, approximately 15 dissertations have, in part, been

carried out at the Center since 1985. Various theses and undergraduate research projects have also been conducted at the Center.

The USC Children's Center is housed in a three level concrete block building which was originally part of the Booker T. Washington public school on Blossom Street (next to the Blossom Street Parking Garage). The facility serves as an office and classroom building and houses the child care program administered by the Center. There is more than 11,000 square feet of floor space in the building and 14, 670 square feet in the outdoor play area. The play area is surrounded by a chain link fence and offers a variety of surfaces. It has recently been renovated (at a cost of about $35,000) and now serves both learning and research purposes.

The **lowest level of the building houses the infant program** and includes a total of 631 square feet of classroom floor space. This room is comprised of a central play area surrounded by four crib rooms, an enclosed observation booth, a storage room, a fully equipped kitchen, a laundry room, and bathroom.

The **first floor of the building houses the classrooms for the older children.** The **toddler's classroom** has a large central area (728 square feet), an adjoining area for small group or individualized testing, a bathroom, an enclosed observation booth, and a storage area.

The main **kitchen facility** is located adjacent to the toddler classroom. It is fully equipped and serves as the main area for the organization of food and snacks for delivery to each classroom (lunch is prepared by the university food service).

Two classrooms, each containing approximately 1,000 square feet of floor space, for **two and three year olds** are divided by a large observation booth and a folding partition. These classrooms have adjoining bathroom facilities with child-size fixtures.

Two additional classrooms, housing **four and five year olds** are also divided by an observation booth and a folding partition. These classrooms contain approximately 1,100 and 1,300 square feet of floor space, respectively.

The environment of each classroom is equipped with child-sized furniture which can be arranged in a variety of configurations to accommodate individual, small group and large group activities. Each of the classrooms has ample storage space and is supplied by water at a level accessible to young children. Each classroom has two exits; thus facilitating quick exiting in case of emergencies.

The second floor of the building contains office space (1,920 square feet), five storage rooms for supplies, resource materials and equipment (823 square feet total), a conference room, a staff lounge, and restrooms. The offices house the Center administrative staff, graduate assistants, University instructors and faculty, and the teaching staff of the Child Care Program. The two classrooms are also used for staff meetings and parent meetings. There are two storage rooms for equipment and supplies and separate resource rooms for classroom materials and curriculum materials. The Early Childhood Education student teaching and junior bloc programs also use two rooms for curriculum and materials.

At the present time, approximately 70 per cent of the existing floor space is devoted to the Child Care Program. Approximately 15 per cent of the space is used for university classes and occasional faculty and professional association meetings.

During the past four years, **an intensive maintenance plan** has been carried out including replacement of carpeting and tiling, painting, playground renovation, replacement of furniture, and other needed repairs. Currently, **the roof needs replacing and there are, of course, continuing maintenance needs**. The folding partitions that divide classrooms must also be replaced. The exterior of the building is in bad need of painting. Some of the classrooms (those used for practica courses) are in need of new furniture and one of the classrooms on the second floor needs new tables.

The **major impediment to the Center's quest for National Accreditation has been funding**. Due to expenses (the Center typically over-runs its budget by about 10 - 20 per cent), the Center has had to enroll more children than is allowed under National Standards. Also, due to limited funding the Center has been unable to remain competitive with regards to salaries. Further, the bleak financial picture has eroded the Center's ability to plan for a more secure and functional future. **Given this weak funding situation, the College of Education determined (in January, 1991) that it could no longer sponsor of the Center as a laboratory facility as of August, 1992**. The College hoped that with this advanced notification, the University would have ample time to redirect the use of the facility and program for possibly meeting on-campus child care needs along with possibly meeting University-wide child and family academic study needs.

Campus Kiddie

In addition to the USC Children's Center, child care is also provided by Campus Kiddie. In fact it is celebrating its 25th year of service during 1991. It serves around 40 children (infants - 5-years of age). It is housed within a campus dormitory structure and is staffed by a director, two full-time staff, five part-time workers, and two work-study students. This program has two "shifts" (7:00 A.M. - 6:00 P.M. and 4:30 P.M. - 10:30 P.M.) and thus accommodates the needs of day and evening students. Since the program serves primarily the children of students it is administered and funded through the **Office of Students Services** in the Russell House.

Campus Kiddie is a single-purpose Center, designed to provide safe care for children of students on the USC-Columbia Campus. It does meet minimum state licensing standards but is not equipped or staffed to serve university laboratory needs for research, development, and teaching. The facility is minimally equipped not unlike most campus child care centers throughout the nation.

Other Campus Child Care Programs

A 1987 survey (Hanes & Swick) of colleges and universities in South Carolina indicated that a variety of programs are sponsored at eleven institutions in the state (the number is now up to 14). While these programs share the common purpose of providing educational care for young children, they vary

widely in the emphasis placed on service to the institution as a training, service, research, or "combination" center/facility.

Some examples of the different arrangements at institutions in South Carolina help to highlight some of the unique features of these campus child care programs. A private South Carolina college operates a program for 36 children with the institution providing housing, maintenance, and financial support amounting to the difference between the actual costs of the program and the tuition payments. All of the children in this program participate on a fee-paying basis. Although teacher education is provided by the college, the child care program does not serve as a laboratory nor participate in any of the teacher education practica activities. It is a single-purpose center, serving the college community and to some degree the surrounding neighborhood. A state-assisted institution, which serves 65 children (ages 2 - 5), provides full-day care. It also is a fee-paying only arrangement with the college providing the needed funds to meet expenses not covered by the fees.

More recently, Swick (1991) phone-interviewed three center directors of state-supported institutions in South Carolina: USC-Spartanburg, USC-Aiken, and the College of Charleston. **He found that all three institutions were moving toward a "blended" program of providing services to preschool children and serving as a laboratory for training for their sponsoring institutions.** In all three cases, the child care programs served primarily children of staff, students, and faculty. They were funded through combinations of tuition, block grant monies, and university financial support. For example, at USC-Spartanburg (they serve about 40 children, ages 3-5) the funding comes from three sources: 30% tuition, 30% federal block grant, and 40% university funds. While funding is from the university in general, the

program is linked to the College of Education through a faculty director and program guidance. This program is nationally accredited. A similar arrangement exists at the College of Charleston. USC-Aiken is just beginning its program and is moving in a similar direction.

At a national level, the direction in campus child care and early learning is indeed moving toward the concept of a "blended center" where both the needs of children and families are met and the academic teaching and research needs of the institution are met. For example, New York State's legislature has approved funding for supporting the development of on-campus centers that attempt to meet these dual needs of service and research/teaching (Alger, 1991). However, these program were justified as an "employee benefit" and not as institutional early learning laboratories. And, the quality of the programs varies greatly. In Ohio, the director of the Kent State University on-campus child care program (phone interview, April, 1991) indicated they had similar arrangements as the programs at USC-Spartanburg and USC-Aiken but were struggling to provide the quality of care desired due to a lack of funds.

It appears that South Carolina's on-campus child care and early learning status is very similar to that of the nation; moving toward a "blended" model where service and academic needs are interrelated. Like universities across the nation, South Carolina's programs are struggling financially and seem to be confronting the natural problems that come with any transition and development period. Very few of the current programs (state or nation) appear to have the context for promoting the best features of a "blended" program. Even fewer have yet to foster a truly top quality research base.

Toward A Broader Understanding Of Child/Family Supports

As universities experience the challenges of the next decade and beyond, it is imperative that they envision new approaches to meeting the needs of "families" within their context as well as visualize new designs for researching these needs for the benefit of the larger society. While quality child care and early learning are priority concerns of many faculty, staff and students, other significant issues need attention. **All of these issue have a marked influence on the quality of work that takes place within university environments.** Even a cursory review of some of these issues and challenges is instructive with regards to their influence on the quality of life at the University of South Carolina.

For example, many young families need "flex-time", "emergency leave", and other modifications of "work schedules" in order to meet the many demands of family living in today's world. With both parents working, and at the same time confronting more complex roles as parents, their family/work-place relationship is quite distinct from family situations of forty years ago. This new "family-work context" (Galinsky, 1987) requires "new social systems" that support a healthy response by parents to both work and family needs. These new systems need to include social, educational, organizational, and "support" services that equip parents to articulate a positive direction for their families as well as to become productive partners in the growth of their communities, which certainly includes the work-place. **All of these issues are a part of "University Work Life" and provide universities with multiple opportunities for exploring "new structures" within their service, teaching, and research mission.**

Already, the University of South Carolina has "informally and formally piloted" a variety of child-family services and projects, albeit in a rather disjointed manner. For example, **the University currently** (through the Student Affairs Office and the College of Education) **provides child care/early learning for about 110 children via the Children's Center and Campus Kiddie.** However, neither program is interrelated with the other and no overall structure exists for coordinating these services as well as for improving their funding and quality. Another example is that of *emergency sick leave days*; days needed for unforeseen and tragic family situations. Recently, the University designed and implemented an **"emergency sick leave bank"** where faculty and staff can donate existing sick leave to a bank for use by others who are in crises. Yet the policies on this "bank" appear very restrictive and unrelated to some of the more common "crises" that families typically confront in today's world. Yet these are good examples of the potential that exists within the University of South Carolina's environment for addressing vital child and family issues. There are similar examples of emerging "academic" thrusts that focus on these needs and issues; both for University needs and for the broader community. Usually these efforts (service and/or academic) exist in the form of projects, centers, and institutes that offer a specific service, training, research or combination of these functions for children/families and/or the professionals who work with children and families. *Unfortunately, these "services" usually exist in isolation from each other and survive on pauper budgets (typically through grants and other external funds).* What is needed is a long-range vision and structure for conceptualizing and planning for relating to existing and emerging child and family needs as interrelated with the University's academic and social ecology.

The **Center For Family In Society**, as it might emerge, is a possible unifying force that could serve to provide a structure by which the various "services" that influence families can be articulated. **While the primary mission of such a "Center" must be academic, it could achieve that mission through the use of several *blended services*** such as health care,medical research, child care/early learning (research/training/service), family counseling, special family needs projects (for example, consider some of the work currently being done in the College of Social Work), family/work-place research and support services (consider flex-time and family-leave as just two examples that are currently being achieved, albeit informally in many departments), and a multitude of other such academic/service oriented "blended projects".

The mission for such a center or body would be **to create a system by which faculty, staff and students could develop a cohesive and meaningful arrangement for the full exploration and study of the "human needs"** that are unique to today's families while at the same time meeting some of these needs within the University setting and in related *pilot sites* in surrounding communities. The complexity of "child/family" issues (particularly during the early years of life) require a societal response that is intense, research-based, and pervasive in its ultimate influence on the human community. Universities have the unique resources to address the research and teaching elements of these issues; especially when these resources are organized within an "academic ecology" that promotes thorough, responsible, cohesive, and meaningful studies that not only address specific aspects of the issues but relate the "study" to a host of influential elements. For example, research that examines only the medical aspects of child abuse fails to gain the total sense of such a pathology. In a similar manner, campus-based child care should not be isolated

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Any interdisciplinary undertaking is filled with dangers such as being enveloped in turf wars, creating an unrealistic mission, and developing unreachable goals. These dangers are real and must be addressed within an evolving structure that is well managed, has a clear direction, adequately staffed, and clearly identified within the University's scholarly community. The benefits of utilizing such a child and family paradigm are indeed endless: urgent human needs (especially as they occur within families) can be creatively studied; specific University child and family needs can be met; scholarly and research interests related to children and families can be supported; and the larger community's needs in these areas can be effectively addressed.

Through the use of *The Center For Family In Society* structure, a design for articulating an academic focus on the needs of children and families can be effectively developed. Within such a structure, **child care/early learning needs as well as the many other needs of children and families** within and beyond the University's environment can be meaningfully explored, supported, and studied. With the creation of a cohesive structure for addressing these critical needs, University families would benefit from such vital services as child care and the broader community would benefit from the research and teaching that emanates from such activities. **Clearly, the development of a comprehensive and high quality child care and early learning system on the campus at USC - Columbia would be a major step in this direction.** It should not serve as a resolution but rather as a beginning point for the further development of a comprehensive interdisciplinary structure that aims to study and support children and families across the life-span.

A Proposal For A "University" Children's Center At The Booker T. Washington Complex

This proposal to develop a truly "University" children's center at the Booker T. Washington Complex is linked to the current work of the Center as a laboratory for research and teaching. Further, the proposal integrates the current research and activities that are emerging in the area of on-campus child care and early learning. It also recognizes the existence of other on-campus child care facilities (namely, Campus Kiddie) and is interrelated with current and hopefully future efforts on the campus to address broader child and family issues. Thus, the proposal is a part of the broader conceptual framework presented in this document. In effect, the proposed "University Children's Center" must ultimately be placed within the broader academic ecology of the University that is inclusive of the multiple needs of children and families. **Included in this proposal are: mission, operating structure, clientele to be served, program details, staffing, facility details, funding, relationships with other campus services, and other specifics as related to the development and implementation of a "University Children's Center" by the Fall Semester of 1992.**

Prior to detailing the various components of this proposal it is critical to address the tremendous loss that the Children's Center would be to the University. Not only does the Center provide care for many families who are a part of Carolina's working family, but it also functions as an arena for academic study and training. Given the priority that the national educational goals place on improving the knowledge base, research, and training related to early learning

and families, it would seem that a unique opportunity for national attention and contribution exists within the Center's activities. Given these critical needs the mission of the Center is designed to evolve toward meeting an expanded agenda of research and teaching that can influence state and national needs.

Mission

The mission of the proposed "University Children's Center" should be a "blended" one that focuses on *promoting research, teaching, development, and service that add to the knowledge-base on children and families while providing a quality environment for children (6 months - 5 years) and their families (faculty, staff, students, and community) on the USC -Columbia Campus.* This mission is very much in line with the direction of the "Center" as it has emerged over the past 15 years. It is also a mission that is adaptable to the eventual emergence of a broader *Child & Family Center* that will hopefully become a reality on the campus in the future. This mission is reflective of the restructuring of child and family academic and support systems currently taking place on various campuses around the nation as is reflected in previous sections of this report.

In support of this mission, this "Center For Children" must maintain the highest quality care and learning environment for the children, families, faculty, students, researchers, and staff that become engaged in the program. While fiscal realities may dictate a gradual transition to a comprehensive University program for children and families, **it is imperative that the long-range plan contain a substantive commitment from the administration to reach beyond even national accreditation.** With the wealth of academic and staff resources at USC - Columbia this support is indeed possible. Within the current

limited financial structure tremendous achievements have been attained: 2500 early childhood teachers have received partial training over the past 10 years; over 40 professional seminars and workshops have served various agencies and groups in the community; a plethora of pilot research projects and about 15 larger studies have been conducted at the Center. With the cultural diversity, socioeconomic mix, and high parental and faculty interest that exists, the proposed mission becomes more of a launching pad for endless attainments in future years.

Operating Structure

The ***major weaknesses*** in the current operating structure are ***the limits and isolation that come from single-sponsorship*** (College of Education). Structurally, traditional laboratory centers (such as the "Children's Center") are suffering from an erosion of financial support and from the emergence of other such facilities within their larger community ecologies. With limited faculty resources and dwindling financial infrastructures these one-dimensional programs are typically unable to carry out their traditional roles of research, demonstration, and teaching. This is also true of other centers on campuses around the nation such as developmental nursing projects, motor development centers, health sites, and many other such centers and institutes. Too often these centers are isolated from the University's broader academic ecology and become easy prey for budget cuts. Further, with such limited operational support and visibility they are less powerful in carrying out their missions.

The **operating foundation** of the proposed "Center" must be **located in the central administration of the University of South Carolina**. While the continuing management and daily operations will be carried out within a

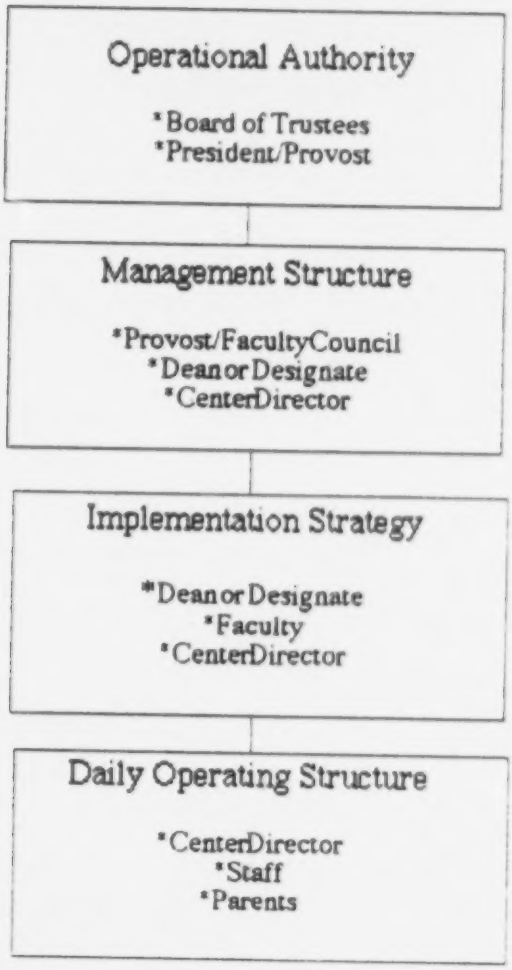
specified structure, ***the accountability for achieving the mission in a quality manner must remain with the University's chief academic leaders.*** In effect, the "Center" must be viewed and supported as the University's learning arena for children and families (6 weeks - 5 years) and all of the programs and departments that wish to participate in the many activities that are a part of the programs at the Center. Without such a operating foundation the mission of the "Center" is unattainable.

While there are various possibilities, the **proposed operating structure includes the following**: University operational authority (Board of Trustees/President/Provost), Management Board (Provost/Faculty Policy Council/Dean/Center Director), Implementation Structure (Dean/Faculty/Center Director), and Daily Operating Structure (Director/Staff/Parents/Children). **See Figure 1 for a visual description of the operating structure.**

The operational authority of all University "Centers" exist with the University's Board of Trustees and designated officials (President & Provost). The proposed "Children's Center" would operate under this authoritative structure and thus abide by all University regulations.

The management structure suggested for this "Center" is one that is centered in the Office of the Provost. Assisting the Provost in carrying out this management process should be a **Management Council** that is comprised of representatives of the following: College of Education Dean's Office, University Student Affairs Office, Center Director, University Faculty/Staff, Center Parents, Center Staff, and a Community Representative. This Council would meet at least twice a year to establish and review the policies that guide the Center's functioning. This structure would assure that the Provost has input from "Center

Proposed Operating Structure: USC Children's Center 1992-93



Constituents" in the decision making process.

The implementation structure recommended for this "Center" is that of the College of Education or another College so delegated. The Dean of the College should function as the "monitor" of the on-going functioning of the Center, while the budget and program elements are integrated into the College's existing structure. In a sense, this structure currently exists and works fine; the only impediment is the lack of connections to the University's larger program and financial system. A College could continue to serve as the "grantee" and "operator" of the program. With an "active" Management Council in existence, the needed University involvement is attainable. There is a cautionary note, however, **the College should not be left to sustain the Center in isolation from the larger University environment.** Rather, the College should serve as the *conduit* by which the program is continuously renewed and improved with linkages to the total University ecology. In particular, the financial foundation of the "Center" must be viewed as a University-wide responsibility and not as a College of Education task. This same mentality must permeate program, research, development, and teaching functions carried out at the "Center".

The daily operating structure recommended is one that capitalizes on the strengths and needs of the "Center's" existing structure. ***A full-time Director*** of the Center is a must. Attempts to "blend" the time-assignments of faculty (part-time teaching and part-time directing) have proved counter-productive and ineffective. The intensity and complexities of directing a Center with the mission of the "Children's Center" requires that a **full-time person** be in this assigned role. This person's job responsibilities should include: guiding the direction of the Center (as established by the Management Council)

monitoring the daily operation of the Child Care/Early Learning Program, working directly with an Assistant Director Research/Training, staff, and parents in carrying out the functions of the Center, coordinating all liaison and advisory input related to the Center, guiding and promoting the many uses of the Center, and maintaining a high-quality program. The Director should serve as the ultimate authority for the care and operation of the Center.

The **Assistant Director's** role should be to coordinate and guide the research and teaching activities carried out at the Center. This should include the management of an "advisory team" representative of University units who desire to be involved in the Center's research/development/teaching activities. It would also include the active pursuit of appropriate research and development grants, involvement of community and state constituents in appropriate activities at the Center, and in related support roles. **Two administrative support/management personnel** are critical to the Center's operation: the ***Administrative Assistant*** and the ***Food/Technician Coordinator***. Both support staff should be under the supervision of the Director. Detailed job descriptions already exist for these role-persons.

It is recommended that each **Teaching Team** (one for each classroom) include a **Lead Teacher (Master Teacher II), Assistant Teacher (Master Teacher I), and a Graduate Assistant**. This staffing pattern currently exists and is functionally effective when salaries and support conditions (for example, the teacher/child ratios are adequate to national standards) are of high quality. Lead Teachers should serve as the on-site managers and leaders of the teaching team. Assistant Teachers provide key implementation roles in carrying out the functions of the program. Graduate Assistants should serve as part-time but integral support personnel in the program implementation process.

A parent/staff/faculty management council should assist the Director in the implementation of the Center's child care/early learning program. This Council should be comprised of parent representatives, staff representatives, and a cross-section of University faculty who utilize the Center. They should be involved in all aspects of advising the director on implementation issues and should function both as a planning and feedback group. It is suggested that this Council be comprised of no more than 8 members, meet four times a year, and be guided by the Center Director.

Clientele

The primary clientele of the Center's Child Care/Early Learning Program should be children of families who are directly employed by or involved in undergraduate/graduate study at the University. The **age groups served** should range from 6 months - 5 years. Parents whose children are ready for Kindergarten should be encouraged to make the transition to public school with exceptions being made for authentic hardship cases. When and where it is feasible, **a "core" number of "community" families** should be invited to participate in the Center's program. The actual number of community participants may vary from year-to-year but the concept of community involvement should be nurtured; especially with regards to maintaining the Center's cultural diversity and to serving special needs children when feasible. A suggested ratio is: 85% USC families and 15% Community families.

The recommended **maximum enrollment** for the Center is 88 children. This figure was arrived at by following the "Standards of Excellence" set by the National Association for the Education of Young Children's National

Accreditation Guidelines. ***Due to financial considerations this enrollment figure may have to be phased in over a three year period.*** The enrollment figures recommended for each age group are as follows:

Infants	=	8
Toddlers	=	10
Two's	=	12
Two's/ Three's	=	18
Three's/Four's	=	20
Four's/ Five's	=	20

Two "clientele admissions lists" should be used in screening applications for admissions to the Center's programs: a federal block grant list and a tuition list. The ratio recommended is 54 block grant and 34 tuition children. Again, given the current ratio (54 block grant and 34 tuition) the recommended ratio may need to be phased in over a three-five year period. **The goal is to serve as many University families from all backgrounds as is feasible within the operating limitations of the Center.** A long-range goal of the University should be to better coordinate the families served by the Children's Center and Campus Kiddie; such coordination might better serve everyone in need. The standard rule for "admissions" (given that applicants meet the criteria identified by the Center's admission policies) should be one of first-apply, first-admitted. A numerical ordering of applicants per date of application is the fairest way of handling admissions. However, a careful screening should occur regarding the applicant's ability to meet admission criteria. This process would apply to each waiting list. **A community waiting list** would be

maintained and used to support enrollment of a certain number of such families each year in the program as is feasible. This recommended admissions process is used currently with the exception that more community families are currently enrolled than would be served in the future; this process should be phased in so that no current family at the Center is disrupted. ***In effect, current families should be allowed to remain at the Center until they select other options or their children advance to school-age services beyond the Center.*** It is also recommended that admissions attempt to achieve a balance of students, faculty, and staff as the Center's cultural diversity is vital to its many functions.

Program Details

It has taken our society many years to realize that "child care" is much more than minimal care. Indeed, current researchers have promoted the need for providing young children with both high quality care and a rich learning environment. To succeed, a University "Children's Center" must provide the highest quality early childhood learning environment possible. Provisions for having such an environment for children and families exist within the University's resources. When deployed properly can actually serve as an attraction to new faculty, students, and staff. **A major goal of the "Center" must be to attain national accreditation by meeting the criteria set forth in the *Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs*.** These criteria set forth the guidelines for having a quality program in all areas: program philosophy, staff, health/safety, nutrition, physical environment, curriculum, parent involvement, administration, and continuing evaluation. These guidelines establish the foundation for having the best care and the richest learning ecology possible for young children and their

families. **While the existing "Center" meets many of these criteria, their are particular criteria that it does not meet due to existing financial limitations.** A brief review of the major criteria required for national accreditation and an assessment on which criteria are currently met is instructive. Further, this brief narrative on desired program specifics relative to national accreditation can serve as a guide for achieving all of the criteria over a three-five year transition/planning period.

Program Philosophy: The current program philosophy of the "Children's Center" is one that focuses on nurturing children and families in a positive manner; utilizing research findings to establish a high quality environment for care and early learning. A strong belief in multicultural learning, positive guidance, parental involvement, staff development, use of developmentally appropriate curriculum, and continuing support of children's healthy development permeates all of the decisions made at the "Center". Functioning as a laboratory, the "Center" also places high priority on the learning, teaching, and research/development aspects of child care and early learning. **This philosophy** has continually received "high marks" for the "Center" from outside evaluators (annual state review process and two "external" study teams over the past decade) and **more than meets the criteria set forth for national accreditation.**

Staff: The strength of any high quality early childhood program is the staff. The status of current staff with regards to criteria set forth for national accreditation is very positive. For example, national criteria require that the director of child care/early learning programs have at least an undergraduate degree/certification in early childhood education. They also strongly suggest that such a person have training and successful experience in directing child care

programs. The various center directors over the past decade have exceeded this criteria. A similar situation exists with most of the center's lead teachers and assistant teachers. Further, the "Center's" staff development programs and continuing involvement in professional leadership roles place it in a position to far exceed national criteria for accreditation. The "Center's" salary structure also exceeds national guidelines; however, the current salaries are pitiful in comparison to what professionals of equal training and experience receive in the large domain of public schools. **Where the "Center" is weak in terms of national guidelines is the staff/child ratio.** The existing program meets the ratios set for infants, toddlers, and two-year olds. It does **not** meet the ratios set for 3, 4, and 5 year olds. The proposed program set forth in this document includes a system for meeting all of the staff/child ratios set by the national accreditation guidelines. Clearly, the existing problem is one of finances. It is more expensive to have fewer children in each classroom. Again, it may take a three-five year transition period to achieve this criteria of staff/child ratios.

Finally, **staff benefits and position security** need to be strengthened. While this was partially achieved in 1990-91 with the University's official recognition of staff as "classified personnel", there still remains the need for "continuing contracts", annual leave, and related benefits. Quality staff can only be attracted to the "Center", when the benefits package is similar to that of other University staff and faculty. National Accreditation Standards call for full benefits and job security for all full-and-part-time personnel.

Health/Safety: A primary concern of any program for children and families must be health and safety. The "Center" has always received high marks for providing a healthy environment. All state and national criteria regarding health requirements (which include immunization, annual health assessments,

daily cleaning of the facility, and related activities) are met by the existing program. Similarly, the children's safety is always of primary concern to staff; regular reviews of conditions for safety and continuing staff reminders on children's safety are carried out at the center. The "Center" **exceeds the national criteria for safety and health.**

Nutrition: A quality program for young children and families attends to the nutrition and eating habits of children and families. National guidelines require that programs meet all Federal Food Program Requirements. **The existing program at the "Children's Center" meets and exceeds these requirements.** Nutritious lunches and morning and afternoon supplements are served daily to the children. The food is prepared according to the "Federal Food Program Guidelines" and the center received very positive feedback from the Federal Food Program after its recent visit and assessment. In addition, staff at the center attempt to create a "family environment" in the serving of the food. Parents have taken an active role in improving the "Center's" food and nutrition program and regular staff development information on nutrition and food service are carried out during staff meetings and staff development sessions.

Physical Environment: National accreditation criteria require that the physical environment be designed and arranged to meet the needs of very young children. Furniture, materials, equipment, and space arrangements must be related to the age-group being served. Each classroom at the "Children's Center" is designed and maintenanced to serve the developmental needs of the group involved. For example, the infant room contains the needed cribs (and crib space), crawling area, play materials, safety items, and related developmental supports for healthy growth in infants. This is true of all of the classrooms at the "Center". **The "Center" exceeds the national criteria for having a**

quality physical environment for children and families. In addition to the well-designed classrooms, the "Center" has adequate space for parent conferencing, health assessments, teacher training, research projects, and related items that comprise a quality physical facility for early learning. The "Center" is in need of particular "maintenance" items such as a new roof, a complete re-painting of the exterior, renewal painting and carpeting on the interior, and other essential repairs. **It is recommended that a maintenance plan be designed to carry out these needs over a three-year period.**

Curriculum: In correspondence with NAEYC Standards For Quality Early Childhood Programs, the Center's curriculum goals reflect the mission of providing children with developmentally appropriate learning experiences in a safe and nurturing environment. ***The primary goals of the curriculum are and should continue to be:***

*To provide a stable setting in which we strive to meet the needs of children in our care; to provide a nurturing and stimulating learning environment; to provide developmentally appropriate experiences for all children in the program.

*To provide experiences which promote the development of independence and a positive self concept in each child.

*To provide opportunities for parent participation and involvement based on open communication, so that the child's experience in the program becomes integrated with the home learning environment.

*To serve as a demonstration program for students and teachers in child care and early education settings.

*To provide life-long learning through service as a resource center to parents, community members and the University community at large.

Parental Involvement: Shared decision making has long been a major strength of the Center's program. National Accreditation Guidelines regarding parental involvement in early childhood programs are exceeded by the Center. This hallmark of strength should continue to be a part of the Center's fabric. Beyond the traditional parent involvement activities such as sharing information with parents, conferencing, formal parents meetings, and regular communication with parents (all of which are critical to a quality program), the "Center" promotes a philosophy of ***shared learning and decision making with parents***. This philosophy has and continues to be nurtured through parent education programs, advisory councils, and parental participation in virtually all aspects of the program. Parental presence is a regular activity in the classrooms, in personnel selection, and in overall operations of the program. This constructive involvement pattern should be a major attribute of the Center as it further evolves to meet University and community needs.

Administration: Earlier in this proposal **(See "Operating Structure")** a proposed administrative structure and system was presented. The proposed administration structure/system, as stated earlier, meets all of the criteria for National Accreditation. This structure/system was developed in continuity with the present system; with modifications made to accommodate a new direction in the Center's focus on campus child care/early learning. **The major deficit in the current administration is the lack of a full-time director.** This weakness must be corrected with the appointment of a full-time "Center Director" who is totally involved in providing the Center with

leadership. The current arrangement of having an early childhood faculty member serve ***part-time*** (in addition to teaching and research duties) is ineffective and a major flaw in the current administrative system. This position should be a non-faculty, full-time classified position that is accompanied by a salary that is competitive in the early childhood education administration field. The maintenance of the involvement of early childhood faculty should be attended to through an appointment of a ***faculty advisor***.

Evaluation: The "Center" has historically adhered to a philosophy of continuing evaluation and assessment for all program and staffing elements. This philosophy and action should be continued in the newly formed program. Evaluation is at the heart of quality programs; it should include parental input, regular (annual) staff evaluation, internal and external program evaluation, and a self-study process (which is built into state and national accreditation). In addition, the "Center's" University Management Council should carry out continuing evaluation of the **Center's progress toward achieving the implementation and refinement of this plan.**

Funding

This proposal for a **USC Campus Child Care And Early Learning Center at the USC Children's Center** calls for a comprehensive funding structure within the University's management system. The use of a "multiple sources" funding structure should not only provide a means for supporting a quality on-campus child care and early learning program, but also ensure that the program is viewed and thus supported as a truly "University" endeavor. In effect, the **major change recommended in the Center's financial structure is the involvement of the University in the funding of the**

program. Since the immediate concern is with the "cost" for transforming the program into a "campus child care/early learning" center in the Fall of 1992, the following sample budget reflects projected costs and income for such a program. **It is not a budget for an ideal program, but rather a budget for a program in "transition"to becoming an ideal program.** Further, the following funding sample is indicative of a beginning budget that will need continuing refinement by the Center's Management Council in order to reach National Accreditation. In addition, **a minimal budget to simply keep the "Center" operating in 1992-93 is presented in the appendices.** A sample **ideal program budget** is also provided later in this section as indicative of true costs to be expected as a transition is undertaken over a five year period. Both budgets are presented in summary fashion and can be detailed further as this proposal is discussed and considered for action. However, the dollar figures are accurate in terms of reflecting category costs and total costs.

Proposed Sample 1992-93 Center Budget
(Transition Budget)

Category	Cost
Personnel	$345,000
Fringe Benefits	$ 80,000
Supplies/Equipment	$ 70,000
Indirect Cost (HHSFC Block Grant)	$ 10,000
Total	**$505,000**

These "cost figures" were arrived at using the current (1991-92 budget) with refinements taking place in allowances for inflation, small salary increments, the cost for a full-time director, and allowances for normal supply/equipment needs. What follows is a project **cost-share** by all of the parties involved. The cost-share is based on **an enrollment of 92 children (56 block grant & 36 tuition)**, which would come close to meeting national standards. Given this context the cost-share projected would be as follows:

SHHSFC Block Grant	=	$206,000
DSS Food Program	=	$ 30,000
Tuition	=	$122,000
DSS Fee Program	=	$ 6,000
University	=	$ 141,000
Total	=	**$505,000**

Several observations are in order regarding the **cost** and **cost-share** presented in the above analysis. The "University Share" might be further elaborated by having "College's", Student Affairs Office, and other units make a "transfer of funds" to comprise this share. Further, other "units" might make a "training and research" contribution thus reducing the cost-share of the "University". There are, of course, many other strategies for making this cost-share workable. **Although very undesirable,** other means of bringing costs in line with available funds might include a more gradual reduction of children to be served (thus delimiting the immediate loss of tuition) or increased tuition costs. **A more desirable means** of dealing with the cost-factor would be to establish a University "account" for the Center within its administrative system. It is also

helpful to recognize that most "campus-child care programs" are funded between thirty and fifty percent by the host-University. **This proposal calls for a University-share of about thirty percent. Similar cost-share arrangements are currently being used at USC-Spartanburg and USC-Aiken.**

Given the current dismal fiscal picture, **other financial adjustments could be made to shape a budget that is manageable for the initial year** of "University-Wide Sponsorship": reduce the supply/equipment budget, limit the "Assistant Director" graduate assistantship to 15 or 20 hours per week, and other even less desirable options. ***The critical point is that "costs" can be managed given that a long-term University commitment exists to establish a quality child care/early learning program on campus.***

An "ideal budget" that should serve as the foundation of such a long range plan is briefly summarized as follows:

Sample Ideal Center Budget

Category	Cost
Personnel	$495,000
Fringe Benefits	$ 99,000
Supplies/Equipment	$ 90,000
Indirect Cost	$ 13,000
Total	**$697,000**

The "increased costs" reflected in this ideal budget include salary increases that would enable the "Center" to attract and retain certified early childhood teachers, increased fringe-benefit costs, inflation costs, increases in supply/equipment costs, a full-time assistant director, and a fourth-time faculty advisor. With such a budget in place, the "Center" would be in a position to exceed national accreditation standards.

A plausible "cost-share" structure for meeting the expenses involved in this "ideal budget is described as follows:

SHHSFC Block Grant	=	$240,000
DSS Food Program	=	$ 37,000
Tuition	=	$130,000
University	=	$290,000
Total	=	**$697,000**

While the "ideal budget" costs appear quite high, the use of a "multiple cost-share" system could prove effective in managing this budget. Further, this budget might serve as "goal" for the Center to achieve within its new structure of being an "on-campus" child care/early learning center. Through the leadership of an **active "center management council"**, funding for an ideal center should prove more viable than currently exists.

Campus-Wide Planning For Quality Child Care/Early Learning

The past five years (1986-1991) have been marked by a concern for the initiation and implementation of "campus-wide" child care and early learning. At least two University-appointed committees have studied the problem; including the conducting of a survey to probe the need for such care, and the conducting of various exploratory meetings with interested groups on campus. In addition, several "informal" groups have met in forums to discuss and advocate for the development of a high quality on-campus child care program for the children of faculty, staff, and students. During this same period of time, the College of Education struggled to continue financing its laboratory school (The USC Children's Center). After exploring various financing strategies the College determined it could not fund the "Center" at the needed level for achieving National Accreditation. However, in serving as a laboratory on the USC campus for over 15 years, the program has served about 60 children of faculty, students and staff per year. Thus, the closing of the "Center" would indeed have a serious impact on the "working environment" of many families at the University. While another source of child care exists on the campus (Campus Kiddie), it barely meets minimal state standards and only has the capacity to serve 40 children per year, most of which are children of students. In effect, the University actually faces a situation (should the Children's Center close) where its child care support structure may become even more critical than currently exists. **Indeed, the need exists for campus-wide planning for the development of high-quality child care and early learning that can serve the children and families of faculty, staff, and students in an effective manner.**

This proposal to **initiate a quality on-campus child care/early learning program at the "Children's Center"** offers a first-step in this

process of shaping a long-range effort to meet the "child care" needs on the USC campus. Several significant issues can and do need addressing within the context of such a long range effort: ***consolidation and refinement of the various child care services and activities that currently exist on campus, articulation of a comprehensive plan for achieving National Accreditation for all child care/early learning services offered on campus, development of a viable "multiple cost-share" approach to funding on-campus child care, development of child and family research and teaching elements within the "Center", and related issues and needs.*** While such planning has taken place in the past, it has been sporadic and has never been a center-piece of program, service, or research/teaching concerns on the campus. Both existing child care/early learning programs have been viewed as "fringe" services within the University. Both have struggled financially and one has barely met minimal standards. Until the child care and early learning needs of children of faculty, staff, and students are viewed as "priority" service and academic concerns this sporadic and limited approach will prevail.

A Strategy/Stages Design For Implementation

The transformation of the "USC Children's Center" into a high-quality on-campus child care/early learning program that meets a blended focus on "service" and "academic research/teaching" is very viable given the historical context and current existence of the basic foundation available at the "Center". For example, a sound and appropriate physical facility (designed for children yet in need of renovation) exists and the key program elements either exist or are easily articulated, Further, a plethora of University expertise and talent is available (and often used in the existing program) to create an indeed exemplary program.

Yet, the single-sponsorship (College of Education) and "perceived isolation" of the "Center" limits its potential for achieving the quality level desired among all concerned.

An implementation strategy for the proposed plan should take on a structure that addresses: adoption and commitment to the plan by the University authorities; formation and activation of a ***Management Council*** **(1991-92)** to refine, shape, and put into place the key elements for implementation of the plan; implementation of this Council's ***Year One Plan (1992-93)***; articulation of a long-range campus-wide consolidation and refinement of all child care/early learning services (inclusive of child and family services and academic programs; **1992-93**); submission/adoption of this ***Long Range Child & Family Plan*** to the University President and Provost; and implementation of this plan with a continuing assessment and self-study component integrated into the on-going structure.

Stage One - Adoption/Commitment To Plan: The initial step in the transformation of the "Children's Center" toward becoming a high-quality on-campus child care/early learning program is the adoption of the plan by the University and evidence of a corresponding commitment to its implementation in the 1992-93 academic year. This adoption/commitment process needs to occur within the "authority system" of the University, the Offices of the Provost and the President (with approvals as required by the Board of Trustees). The supportive work already completed on the need for such action by Faculty Senate committees and related faculty study groups should suffice to warrant such action; saving badly needed money that would be required for high-paid consultant studies. Indeed if further study is needed, the talent and expertise exists within the University system (note the child care achievements at USC-Spartanburg and

USC-Aiken). Regardless, **a visible and substantive commitment to the plan's mission and needed supports by the University is a prerequisite to any further implementation steps.** The activation of this step is planned via the submission of this proposal (as requested) to the Office of The Provost.

Stage Two - Formation/Activation Of Management Council: Upon the adoption of this proposal the University Provost should appoint and activate a ***Management Council For On-Campus Child Care.*** The immediate goal of this Council should be to study, refine, and further develop this proposal for finalization for use in initiating this transformation plan in the fall of 1992. **This Council should be comprised of representatives of:** Dean's Office - College of Education, University Student Affairs Office, Office of the Provost, University Faculty/Staff, University Students, Center Director, Center Staff/Parents, and the larger Midlands Community. The "Council" should present a viable "transition plan" (particularly with regards to financial limitations) for initiating the transformation process toward on-campus child care and early learning at the Children's Center to the Provost for final approval. It would be desirable that this plan be submitted to the Provost no later than January of 1992.

Stage Three - Implementation Of Approved Plan (1992-93): With a specific plan approved by the appropriate University authorities, steps should be taken (it is recommended this process be initiated in February, 1992) to initiate the transition at the "Children's Center". It is recommended that in a collaborative and concerted effort the **Management Council** and the **Center Director (with guidance from all appropriate persons)** carry out the needed changes for preparing the "Center" for operating in the Fall of 1992 as a on-campus child care/early learning program. The key elements that will likely need attention in this process: selection of a full-time director, articulation of the

specifics of the various grants/funding/program elements that are essential the the "Center's" operations, orientation of the program's new direction and structure for all concerns, organization and implementation of a clear University fiscal and administrative structure, and related preparations for implementing the "transition plan" at the "Center". Given that a great deal of advanced thinking and planning has already taken place and that the University continues to nurture this process in the Fall of 1991, this implementation stage should take shape with a minimal disruption of the Center's existing operations.

Stage Four - Articulation Of Long-Range Plan: Once the "Center" is in the process of moving toward full implementation of the plan to function as an on-campus child care program, the **Management Council(with input from all appropriate parties)** should begin development of a ***Long-Range Plan For Coordinating Campus-Wide Child Care/Family Services.*** This plan should include: identification of all existing child care/early learning services on the campus, articulation of a process for effective coordination of these services (including consolidation/improved delivery of quality services), and preparation of a plan for carrying out more effective and higher quality services in this regard. *It is recommended that this plan be submitted to the Provost by January 1993.*

Stage Five - Adoption/Implementation Of Long-Range Plan: The final step in this design for achieving comprehensive and high-quality child/family services on the USC - Columbia campus is the adoption and implementation of a long-range plan to achieve a coordinated and meaningful system for sustaining on-going delivery of services. This might include the key elements for shaping a truly high-quality ***Center For Children/Families*** that encompasses service, teaching, and research components. It might include a

"vision" of a new facility and system that allows for comprehensive integration of these elements (within an interdisciplinary program design). Regardless of the final elements of this plan, it should serve to guide the University direction toward achieving an effective, economical, and high-quality arrangement for not only meeting the child/family needs articulated but also provide the structure for promoting and conducting high-quality teaching and research activities in this academic domain.

While the existing child care/early learning picture at USC - Columbia is minimal with regards to any coherent structure or system, the elements for achieving meaning and quality do exist. It is true that these elements currently exist in pieces (spread here and there in various programs and departments) and often function sporadically (depending upon funding). Yet, with some thoughtful planning and minimal funding, a truly coordinated and meaningful arrangement can be articulated. With leadership at the "Authority" level within the University, a more coherent and quality system of child/family service and study can be accomplished.

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APPENDIX A

TIME LINE FOR IMPLEMENTATION

Proposal Time Line

Task	Date Completed
1.0. University Adoption Of Proposal	September/October, 91
2.0. Appointment/Activation Of Planning Team	October, 91
3.0. Proposal Finalized For Provost/President	December, 91
4.0. Management Council Activated	January, 92
5.0. Fall, 92 Plan Finalized/Presented	March, 92
6.0. New System/Structure Organized	May, 92
7.0. New Director Hired For Transition Work	June, 92
8.0. New Center Structure/System Implemented	August, 92
9.0. Long-Range Planning Begins	September, 92
10.0. Long Range Plan Presented	December, 92

APPENDIX B

PROJECTED MINIMAL BUDGET FOR CHILDREN'S CENTER OPERATIONS: 1992-93

Minimal Operating Budget: 1992-93
Revenue Estimates

Category	Amount
1.0. HHSFC Funding Total	**207,726**
*Block Grant (120,657 x $1.71)	200,851
*Health Assessments (25 x $35)	,875
*Fee Program (1990-91 Base)	6,000
2.0. Tuition Funding Total	**155,840**
*Infants/Toddlers (6 x 325 x 12)	23,400
*2's (8 x 310 x 12)	28,760
*3,4,5's (30 x 280 x 12)	103,680
3.0. USDA/DSS Food Program Funding	**37,000**
4.0. University Funding Share	**50,000**
Estimated Total	**450,610**

Expenditure Estimates

Category		Cost
1.0. Salaries		301,600
2.0. Fringe Benefits		70,511
3.0. Contractual Services For Health Assessments		,875
4.0. Supplies		68,292
*Food	42,000	
*Office	,600	
*Xerox	1,700	
*Work-Study	3,500	
*Van Gas/Maintenance	1,800	
*Education Supplies	6,000	
*Insurance	,700	
*Petty Cash	,500	
*Postage/Telephone/Misc	4,000	
*Reserve Fund For Deficit	8,492	
5.0. Indirect Cost On Grant		9,291
	Estimated Total	450,569

USC Children's Center
Personnel Schedule
EXHIBIT 3 B
(8-17-92 - 8-16-93)

Position	Total Salary	SSBG	Tuition	Unversity
Director	22,000			22,000
G.A. Assis. Dir.	6,000		6,000	
Adminis. Assistant	18,500	10,800	7,700	
Fd. Technician Coord.	15,010	7,800	6,700	
Ld. Teacher - Infants	19,000	11,400	7,600	
Ld. Teacher - Toddlers	19,000	11,400	7,600	
Ld. Teacher - 2's	19,000	11,400	7,600	
Ld. Teacher - 3's	19,000	11,400	7,600	
Ld. Teacher - 4's	19,000	11,400	7,600	
Ld. Teacher - 5's	19,000	11,400	7,600	
Assis. Teacher - Infants	14,500	8,400	6,100	
Assis. Teacher - Toddlers	14,500	8,400	6,100	
Assis. Teacher - 2's	14,500	8,400	6,100	
Assis. Teacher - 3's	14,500	8,400	6,100	
Assis. Teacher - 4's	14,500	8,400	6,100	
Assis. Teacher - 5's	14,500	8,400	6,100	
G.A.'s For each room (6 x 5,600)	33,600	20,160	13,440	
Substitutes	6,000	4,000	2,000	
Totals	**301,600**	**161,560**	**118,040**	**22,000**

APPENDIX C

CHILDREN'S CENTER PROJECTED BUDGET FOR 1991-92

USC CHILDREN'S CENTER 1991-92 BUDGET ESTIMATES

REVENUE ESTIMATES

1.0. HHSFC Funding Total.....**$208,601**

1.1. Block Grant (120,657 x $1.71).....$201,726
1.2. Health Assessment Funds (25 x $35 each).....$ .875
1.3. Fee Program Funds (estimated based on 1990-91 income).....$ 6,000

2.0. Tuition Funding Total (based on 12% tuition increase).....**$152,700**

2.1. Infants/Toddlers/2's (14 x $300 x 12).....$50,400
2.2. 3's, 4's, 5's (27 x 275 x 12).....$102,300

3.0. USDA/DSS Food Program Supplement Funds (based on 1990).....**$30,000**

4.0. College of Education Training Fund Investment (1990 funding).....**$30,000**

5.0. COE/ITE/ECE Fund 1/3 Time Faculty Director Position.....**$21,000**

Estimated Total Revenue.....$442,301

USC CHILDREN'S CENTER ESTIMATED EXPENDITURES: 1991-92

1.0. Salaries	$306.700
2.0. Fringe Benefits	$ 62,680
3.0. Contractual (Health Assess.)	$,875
4.0. Supplies	$ 61,566
4.1. Food	$ 40,000
4.2. Office	$ 1,000
4.3. Xerox	$ 1,600
4.4. Work-Studies (3)	$ 2,500
4.5. Van Gas/Maintenance	$ 1,800
4.6. Education	$ 13,671
4.7. Insurance	$,600
4.8. Petty Cash	$,500
5.0. Indirect Costs	$ 10,480
Estimated Total Budget	**$442.301**

USC CHILDREN'S CENTER SALARY ESTIMATES: 1991-92

Position	Position Salary	Total Category Salary
Center Research Professor/Director (1/3 time)	$28,000	$28,000
Laboratory School Full-Time Director	$30,000	$30,000
Administrative Assistant	$17,000	$17,000
Food Technician/Coordinator	$16,000	$16,000
Lead Teachers (Infant/Toddlers)	$18,700	$37,400
Lead Teachers (2,3,4,5)	$16,500	$66,000
Assistant Teachers (Inf/Toddlers/2's)	$14,500	$43,500
Assistant Teachers (3,4,5's)	$13,000	$39,000
Graduate Assistants (6 x 5300)	$ 5,300	$31,800
Substitute Teachers	$ 5,000	$ 5,000
	Totals	**$313,700**

APPENDIX D

PARENT LETTER ON PROPOSAL

Booker T. Washington Children's Center
Parent-Teacher Organization

c/o 1513 Pinemont Drive; Columbia, SC 29206
August 18, 1991

Dr. George Reeves
Provost
University of South Carolina
Columbia, SC 29208

Dear Dr. Reeves:

As you may be aware, a delegation of parents met with Dr. Smith in May to discuss our concerns about the future of the Booker T. Washington Center. In particular, we were interested in conveying to him our belief that the Center represented both a valuable asset to the University and a means for the University to fulfill its obligation to the community at large by providing an example of childcare at its best.

We understand that you have met with Dr. Kevin Swick to discuss the current situation. Dr. Swick has told us that you are interested in creating a committee to guide the ongoing development of the Center. We support your efforts and would like to assist in any way we can. We hope you will involve as many parents as possible in work of the committee and will be happy to provide you with a list of parents who would be interested in contributing, and their backgrounds, if it would be helpful.

Many of us have given the future of the Center a great deal of thought over the past year, working with Dr. Swick and each other to refine our ideas about what is working well and what needs improvement. Dr. Swick's report makes it clear that the Center needs a full-time, professional director. Eight parents reviewed the report, and they were unanimous in the opinion that in addition to having a full-time director, the Center should be guided by a group functioning as a board of directors. This would provide University-wide involvement in the governance of the Center, and it would provide constituents of the facility--both enrolled families and faculty/students from various departments of the University who use the Center for teaching and research purposes--with a forum for discussing ideas and proposing changes.

A representative group of parents has requested the opportunity to meet with you on September 6 to discuss our concerns and to urge you to provide families and faculty at the Center with some assurance that it will remain open beyond spring of 1992. If you have any questions or would like information prior to that time, please feel free to call me at home (782-2027) or work (779-8601.)

Thank you for your interest in the Center and your willingness to make time for us at a very busy time of year.

Very truly yours,

Patricia L. Jerman,
President

cc: K. Swick

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